DOCUMENT RESUME

ED 248 367 CE 039 672

TITLE	The Study of Work, Phase II. Final Report 1983-84.
INSTITUTION	Paterson Board of Education, N.J.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE	84
NOTE	72p.; For a report on Phase I, see ED 240 345.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Career Choice; Career Development; *Career Education; Career Exploration; Classroom Techniques; *Community Resources; Education Work Relationship; *Experiential Learning; Faculty Development; *Inservice Teacher Education; Peer Teaching; *Prevocational Education; Program Development; Program Implementation; Secondary Education; Teaching Methods; Technical Assistance; *Work Experience Programs
IDENTIFIERS	*Experience Based Career Education; Study of Work Project

ABSTRACT

The Study of Work Project: Phase II refined, expanded, and institutionalized many experience-based prevocational career education practices implemented at Eastside High School, Paterson, New Jersey. To ensure continuation of these practices subsequent to cessation of grant-funded support, Phase II emphasized development of a team of teachers to deliver technical assistance and training and a colleague coaching network to deliver classroom-based assistance. The training and assistance provided to teachers was designed to help them (1) infuse career education in the ongoing curriculum, (2) deliver experience-based prevocational career education, (3) employ interactive instructional practices to increase student involvement, (4) expand use of community resource persons in the classroom, and (5) implement student visits to work sites. In addition, considerable time was directed at integrating project activities with those of ongoing school and district improvement efforts. The community-based experiential learning projects were only partially implemented, but other goals were accelerated, notably the dissemination of project practices to another Paterson School: John F. Kennedy High School. (Appendixes include an interactive teaching map, newsletter, and sample program materials and forms.) (Author/YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AUG 10 1984

NJ843207

ED248367

FINAL REPORT

OF

THE STUDY OF WORK, PHASE II

1983-84

PATERSON SCHOOL DISTRICT

33 CHURCH STREET

PATERSON, NEW JERSEY 07505

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PROJECT DIRECTOR

NANCY MITCHELL

CAREER EDUCATION COORDINATOR

Evaluators

Patricia Doscher
Marilyn Topal
Research Associates

CE039672

451-2 132-SEMG

Do not include any information in this box in the final report.

(DISCLAIMER PAGE) do not include title in Final Report

This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 132 of Public Law 94-482.

Project Duration: July 1, 1983
Beginning Date

June 30, 1984
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

OFFICIAL USE ONLY

IDENTIFICATION NO._____ AMOUNT FUNDED_____

FUNDED UNDER SECTION_____ OF P.L. 94-482

PROJECT TITLE: STUDY OF WORK: PHASE II

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: District of Paterson

ADDRESS: 33 Church Street

Paterson, New Jersey 07501

PROJECT DIRECTOR: Nancy Mitchell

TELEPHONE NUMBER: (201) 881-6000
(Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

The Study of Work Project: Phase II refined, expanded, and institutionalized many experience based prevocational career education practices implemented at Eastside High School, Paterson, New Jersey. To ensure continued efforts to implement practices subsequent to cessation of grant funded support, Phase II emphasized development of teacher to teacher training teams, support and coaching networks. In addition, considerable time was directed at integrating project objectives with those of ongoing school and district improvement efforts.

Evaluation results indicate that most project objectives were attained and that a significant number of project ideas will continue to be used in subsequent years.

CONTENTS

Part A.

Introduction.....1

Problem.....1

Objectives.....3

Definition of Terms.....4

Related Research and Background Information.....7

Part B.

The Study of Work, Phase II.....11

Procedures Used.....11

Training.....11

Colleagues Coaching.....13

Procedures for Implementing EBCE.....15

Evaluation.....17

Findings.....18

Interpretation of Findings.....22

Summary.....23

Conclusions.....23

Recommendations.....24

Dissemination Activities Planned and Implemented.....26

Strategies to Eliminate Sex Bias and Sex Role Stereotyping.....26

Bibliography

Appendices

INTRODUCTION

Problem

Recent reports indicate the percentage of students who leave school prior to graduation has declined significantly over the last few years. Nonetheless, an estimated 16,606 students dropped out of school last year. Thus, even with a declining attrition rate, the problem continues; too many of New Jersey's adolescents leave school each year with limited skills to compete in a tight job market and limited understanding of the attitudes and values expected by employers in the state. And while this is a problem for nearly every New Jersey school district, difficulties faced by urban school professionals are particularly acute; attrition rates, by all accounts, are considerably higher in urban areas and students are less prepared for gainful employment in a state which is emphasizing development of high technology and a highly skilled work force.

The real problem, according to the NASSP (1975) and many others, is that school curricula are not oriented toward the world of work, problem solving, and real life that many adolescents must face after graduation - or before it. This is not to say that curricula must be directed at preparing workers only for business and industry. But schools must, they contend, provide opportunities for students to study work and work roles in classrooms as well as in real life settings. Students must have opportunities to develop career decision making skills and social skills for effective participation in the work world. They must be afforded opportunities for experiential learning about work in order to be aware of employment, job training, and continuing education options that are available after high school.

The problem, however, goes even deeper. To provide opportunities for

experience based career education in schools, teachers frequently require training, technical assistance, and a high degree of support in various forms. With such help, teachers can more productively emphasize linkages between the knowledge, skills, and attitudes acquired in the classroom with those students will apply in the world of continuing education and work. Unfortunately, such help is typically unavailable for professionals restricted to the classroom. Indeed, for the most part, New Jersey educators continue to work alone, isolated from colleagues and the potentially valuable support and technical assistance they can provide. Furthermore, there is little an individual teacher can do to reorient the school's curriculum toward work. Such a task is most effectively accomplished through the collaborative efforts of administrators and teachers alike. But collaborative efforts of this nature are also rare in schools.

The problem, then, is not that too many students leave school ill prepared for the world of work and lifelong learning. The problem is not that teachers are uninterested in change or continuing improvement (Harris, 1984). Rather, the major problem is that teachers are afforded tragically few opportunities to collaboratively work and learn with colleagues in the classroom (Joyce and Showers, 1982), to participate in effective inservice programming designed to meet needs they perceive (Arends, Hersh, Turner, 1980), and to collaboratively develop with administrators solutions to real problems faced in the schools.

This was the major problem addressed by the Study of Work Project at Eastside High School in Paterson, New Jersey. With 1982-1983 support from the Division of Vocational Education, the Study of Work Project developed procedures for coordinating community resources to aid classroom teachers, delivered training and technical assistance through teacher-to-teacher coaching networks, and brought experience based career education opportunities to about 700 students. The major problems facing the Phase II effort of 1983-1984 included:

1. How to refine systematic procedures for coordinating community resources in such a way as to support teacher efforts to integrate experience based career education with ongoing course content;

2. How to institutionalize teacher support procedures which would enable another 150 teachers at Eastside High School to implement experience based career education practices in their classrooms;

3. How to disseminate project practices to other Paterson, New Jersey schools, especially John F. Kennedy High School.

With approximately 3,000 students and over 170 teachers at Eastside High School alone, this was no mean task.

Objectives

Three major objectives provided the focus for efforts in this project:

1. To refine, expand, and institutionalize school-based systematic procedures for coordinating community resources, career and vocational education resources in the school, and student career interest information.

2. To refine, expand, and institutionalize internal supportive procedures that aid teacher efforts to implement project practices, including:
   a. a team of teachers to provide training and technical assistance to colleagues;
   b. a colleague coaching/support network to deliver classroom based assistance in the implementation of new practices; and
   c. a career education newsletter to facilitate dissemination of information and resources to project teachers.

3. To provide training and technical assistance which would enable teachers to :
   a. infuse career education into the regular curriculum;
   b. design, deliver, and evaluate experience-based prevocational career education activities;
   c. employ interactive instructional practices expected to increase student involvement in learning about work and work roles;
   d. expand the innovative use of community resource persons in the classroom;
   e. employ peer teaching about work and work roles;
   f. build career decision making skills and problem solving skills of stduents in their classes;
   g. use student team learning projects and individual learning contracts;

h. implement small group community involvement projects;

i. employ student group visits to work sites as an instructional tool; and

k. implement half-day shadow experiences at work sites for students in their classes.

Definition of Terms

Colleague coaching (or teacher-to-teacher coaching) is a collaborative approach to continuing professional development in the school. As defined by Joyce and Showers (1982), coaching involves:

1. Provision of companionship;
2. Giving of technical feedback;
3. Analysis of application;
4. Adaptation of new practices to students; and
5. Personal facilitation.

As employed at Eastside High School, coaching also incorporated elements of the peer panels described by Lawrence and Branch (1978). The following basic steps were involved in the practice of coaching as it emerged at Eastside:

1. Prior to a classroom visit the teacher and coach discuss the class objectives, what aspects of the class are to be observed, how it is to be recorded, and what purpose the visit is to serve;
2. During the visit, classroom events are recorded according to previously determined standards;
3. Following the visit, a feedback conference is conducted to discuss the observed instructional practices and their impact on students. Initial feedback sessions take the form of Madeline Hunter's Type A Conference (1980) to focus on positive aspects of the lesson and examine how specific practices impacted on student learning.
4. Subsequent observation/feedback cycles became increasingly sophisticated and rigorous. In addition to positive aspects, teacher and coach began to focus on defining improvement objectives as well. Then, teacher and coach collaboratively developed strategies to implement improvement objectives and a followup observation would be planned so the coach might provide addition assistance in the class.

It is important to note that while the practice of coaching was derived from and closely resembles the clinical supervisory cycle, it differs considerably. Most important, coaching is not a form of supervision; it is a support system for teachers attempting to continue improvement of instruction in their classes. No information made available through the practice of coaching was utilized by administrators for evaluative purposes. In addition, coaching at Eastside, since it utilized guidelines provided by Tom Bird and the Center for Action Research (1981), was characterized by reciprocity. That is, coaches were often visited by other coaches as well as by noncoaching colleagues. The basic assumption was that all teachers can and should learn from and with each other.

It is also important to recognize that coaching is not necessarily easy to implement, is not easily transferrable from one site to the next, and it appears to affected significantly by the climate or ethos of a school. Implementation difficulties notwithstanding, however, the practice has benefits and far-reaching implications for New Jersey educators (Yakowicz, 1984).

Community Resource Persons (CRPs) as utilized in this project, were members of the community, local businesses and industries, and representatives of local government and the public sector. For the most part, CRPs benefited the project in two ways. First, they visited the schools and classrooms to share their knowledge and insight concerning work, work roles, and work requirements. This was done on an individual basis and on a school wide basis as in the case of Career Day at Eastside. Second, CRPs provided opportunities for students to visit work sites to learn first hand about particular jobs of interest. CRPs also provided jobs for a number of students at both Eastside and JFK High Schools.

Experience Based Career Education attempts to afford learning opportunities that are experiential in nature. For the most part, these occured in the buildings by having CRPs visit classes, by having students actively explore career

options, and by assigning career related student team learning projects. It also included opportunities to visit work sites, ask questions of workers at those sites, and engage in research.

Infusion is the process teachers employed to integrate career education with ongoing course content, to begin the process of orienting the curriculum toward work. The principle tool employed for infusion was the mental set. This is an assignment on the board for students when they enter class. Similar to the "do now" of New York City fame, the mental set served to get students actively involved in the lesson immediately. At Eastside, the mental set generally focused on work and work role related activities. One example might be on the board when students walk into their math lesson on fractions:

IN FIVE MINUTES: List all the jobs you saw on the way to school today that require a knowledge of fractions. Pick the one you think would be most challenging and explain your choice.

In addition to the mental set, students were provided a lesson rationale which would emphasize the connection between what would be presented that day and the world of work. The purpose, of course, was to generate additional interest in the topic under study and to increase its relevance to the students. Finally, students would be informed of the lesson objective. This third aspect of interactive teaching was expected to increase the probability of student success by letting them know precisely what was to be accomplished that period.

Other infusion activities included career oriented bulletin boards, work related assignments and projects.

Job shadowing experiences were to afford opportunities for students to get into the field and in an organized, supervised manner actually see what specific jobs of interest were like. Shadowing simply refers to following a worker around for a half day to observe activities and learn about job requirements.

Related Research and Background Information

Action reserach conducted in the course of this project produced findings congruent with those of previous studies. It has become clear that many students require prevocational opportunities for experience based career education in the form of infusion, classroom based, and community based experiential learning. Such prevocational opportunities emphasize linkages between skills acquired in the classroom and skills applied in work settings. With experience based prevocational career education, special learners (as well as more traditional ones) are provided structured work site experiences which become both the catalyst and meaningful framework for developing skills, attitudes, and values required for lifelong learning and employability.

According to Greenberg and Hunter (1981), such a career education program would include:

1. study of work in classrooms and at occupational settings;
2. opportunities for developing social and interpersonal communication skills;
3. the innovative use of community resource persons;
4. student participation in the community through involvement and well as improvement projects;
5. opportunities for active career exploration through individual and group learning projects;
6. options for team learning and the use of contracts; and
7. practice in career decision making and problem solving.

There has been considerable interest in the experience based career education approaches such as those implemented through this project. Nationally commissioned panels (Martin, 1976), researchers (McClure, Cook, and Thompson, 1977), and practitioners alike suggest that community based and experiential

approaches to career education in the schools are not only critical for preparing students so they find success in a rapidly changing society, they are currently viable as well. The National Association of Secondary School Principals endorsed a similar notion, "action learning," in 1974. And later they asserted:

> The purpose of community based learning is to offer youth a wide variety of opportunities to learn in the public world, to test theory and practice, to assume a partnership with adults, to deliver upon responsibilities of consequence, to gain a mutuality with other age and ethnic groups, to participate in solving problems rather than merely talking about solutions, and to gain a greater understanding of the possibilities and limitations of of society's institutions and the people they serve.(1975)

More recently, literally hundreds of studies lend considerable support to NASSP contentions. Handler reports that Harrisburg school's efforts at experience based career education helped build student self confidence, interpersonal skills, and more positive views of adult life and work (Education Research and Development Associates, 1978). Similarly, Evenson (1979) found EBCE to be valuable for effectively integrating mildly handicapped youngsters into the mainstream of academic life. And Owens (1979) in examining second year efforts to integrate EBCE, found participating students were less likely to have negative or unrealistic views of career options and were more likely to report a greater sense of direction and knowledge of how to achieve career goals. Finally, a meta-analysis of many well executed evaluations of experience based career education programs found that students show significant improvement in academic skills, career skills, and attitudes toward life. Most importantly, this analysis found powerful evidence to indicate that EBCE improvements are not limited to suburan areas. On the contrary, while students at all socioeconomic levels and in all areas show significant improvement with such practcies, students

in urban and rural areas showed the greatest gains (Buckman and Brand, 1983).

Eastside High School's collaborative efforts with the Educational Improvement Center - Northwest provided action research support for such findings. In 1981, with support from the U.S. Department of Justice, Westinghouse National Issues Center, The Center for Action Research, and the National Center for the Assessment of Juvenile Delinquency and Its Prevention, Eastside and EIC-NW implemented the Youth Development Research Project. The YDRP was designed to test the impact of selected instructional and organizational practices on the achievement and deportment of urban students. The theory to be tested, the Social Development Theory (Weis, Hawkins, Janvier, 1980), suggested that mastery learning, cooperative learning, schools within a school, opportunities for student involvement, and a reorientation of the curriculum toward work world help to create a "bond" between students and the school and the community. As a result of the bond, students would be more motivated, experience greater academic success, have more positive attitudes toward work and learning, and would engage in fewer delinquent acts.

By the conclusion of 1982, conclusive evidence in support of the social development theory was scant. Nonetheless, there was tangible evidence of changing attitudes on the part of both students and staff, more students were engaged in productive after school activities, and more teachers concluded the year with a feeling of success. Furthermore, teachers were working together more frequently and more effectively, a team of colleague coaches had developed, a team of trainers was in the making, and much work had been invested into a foundation for integrating EBCE into the classroom. Thus, with continuing federal support still tentative, Eastside turned to the New Jersey Division of Vocational Education for assistance in building into the school an experience

based prevocational career education initiative, the Study of Work Project.

With Division support, a community resource coordinator was released from counseling duties to devote the 1982-1983 school year to building systematic procedures to coordinate community resources for classroom teachers, to deliver training and resources to experimenting teachers, and to ensure ongoing technical assistance and support were made available to teachers attempting new practices in their classrooms. These efforts are reported in the Phase I report (Goldberg, July 30, 1983). However, it should be noted here that federal support continued through most of the 1982-1983 implementation year as did that of the Educational Improvement Center - Northwest. The Study of Work Project, then, was in a unique position; resources of considerable magnitude were available through the collaborative efforts of Eastside High School, EIC-NW, the Division of Vocational Education, and the Office of Juvenile Justice and Delinquency Prevention.

Such resources for the 1983-1984 institutionalization effort of the Study of Work Project Phase II, because of the dissolution of the state's EIC network, were unavailable. Nonetheless, a substantial foundation existed, Division support continued, the District of Paterson invested energy and resources into project continuation, and the internal support network - with powerful assistance from Eastside's principal and professional team - did its job. The remainder of this report describes the 1983-1984 effort and its impact on Eastside High School, John F. Kennedy High School, and the District of Paterson, New Jersey.

PART B. THE STUDY OF WORK: PHASE II

Procedures Used

1983-1984 implementation of the Study of Work Project proceeded, as it did the previous year, on three basic levels; infusion, classroom based experiential learning, and community based experiential learning. Since a primary objective was the institutionalization of project practices, Study of Work procedures and activities were necessarily congruent with school wide goals. Indeed, as a result of close planning and negotiation with the administration as well as the teaching staff, the project was effectively integrated with overall school improvement efforts. While this situation generated difficulties in determining where Study of Work Project efforts resulted in change and where the school wide efforts were responsible, such would also appear to be an important indicator of success. But more on this later.

As noted, the key to successful implementation of project practices, it was determined, would be the provision of effective inservice programming and the delivery of ongoing technical assistance and support. Plans for these were developed through negotiation and collaboration between the administration, project personnel, teachers, and trainers. Time and resource constraints allowed for training on September 13 and 16, 1983 and on January 11 and May 16, 1984. Technical assistance and support were delivered by the project manager, a vice principal, a training coordinator, and the coaching network.

TRAINING

Training at Eastside High School was delivered by thirteen Eastside teachers

to each department in the school. Conducted by members of each department who were specially prepared and who had utilized practices in their classrooms, training was delivered to all Eastside faculty members in the course of four one half day sessions. Trainers followed recommended procedures for effective inservice; they modeled the practices they were expecting colleagues to implement, they demonstrated the practices, they provided opportunities for guided practice, and, afterward, they provided technical assistance in the form of coaching. Sessions focused on:

1. Use of mental set, lesson rationale, and objective writing. This training enabled teachers to integrate career education and their ongoing course content with the mental set and rationale. The use of clear objectives served to make students aware of teacher expectations for high quality performance and also helped make teachers and students behave in more predictable ways with one another.

2. Use of cooperative learning procedures enabled teachers to capitalize on the benefits of experiential learning methods. In addition, cooperative learning approaches utilized by the Eastside professional team integrated high achievers and low achievers, making both depend upon one another for assistance in attaining learning objectives. Furthermore, such procedures served to build social and interpersonal skills identified as critical for community based experiences as well as for such school based experiences as community resource person visits to the classroom.

3. Proactive classroom management was the focus of the third cluster of practices. Included under this rubric were the effective giving of directions, provision of appropriate praise and the giving of feedback on performance, and a variety specific tactics designed to foster a cooperative climate in the classroom, build social skills, hold students accountable for much of their own learning, and ensure smooth flow and lesson transitions. Proactive classroom management is concerned with preventing many of the disruptions one typically encounters in classrooms and, therefore, aids the teacher in devoting maximum time to teaching/learning activities.

Followup support was provided to all teachers through monthly meetings which were conducted over the first four months of school. These meetings afforded opportunities for discussing implementation difficulties, sharing

useful suggestions and resources, and providing support and encouragement to one another. These were not entirely a success, however, as they were held in addition to the monthly department meetings and, after the fourth session, were discontinued at the request of the Paterson Education Association since they brought the number of required meetings beyond that allowed by contract.

The implementation of project practices was supported in another way as well. Since the practices were part of the overall school improvement effort, they were required by the administration. Thus, department chairpersons as well as area administrators observed classes and examined lesson plans to ensure practices such as the mental set, rationale, and objectives were utilized.

However, more positive types of support for experimenting teachers were readily available. Through the career education resource center developed by this project, a wide range of resources, ideas for bulletin boards (also required by the administration), suggestions for mental sets as well as projects, and video taped lessons were available for use. Most important, however, was the provision of coaching by colleagues.

COLLEAGUE COACHING

Perceived as "indispensable" by the administration, coaching was facilitated through provision of one period per day for coaching for each coach. One member minimum from each department was available each day to deliver technical assistance and support in the classroom. If the administrators noticed a particular teacher was experiencing difficulty, a coach was often asked to work with that teacher. All coaching information, however, was kept strictly confidential.

Coaching focused on more than infusion and delivery of experience based career education. Generally, coaching was provided on those aspects of a lesson the teacher was concerned with or interested in. Here is the process as described by one participant:

> Mrs._____comes in to see me, observes the class, and records the lesson. Afterwards, even if there is little time and we'll have to meet sometime in the future, she says, "I really liked the way such and such brought the kids into the lesson. I was particularly interested to see how Jack and Robert participated - I always have some problems with getting them moving. Thank you for showing me how that works so well."
>
> Something like that she always leaves me with. And it really makes you feel good. The remarkable thing about it is that she is not complimenting me, but rather telling me how something that was used worked. It's always positive. I know that later maybe she'll have some good suggestions on how I might do even better, but she starts with the positive things, and that makes me want to meet with her further.
>
> Our second meeting....functions like this: 1) she again makes reference to something she liked about the class, 2) she cites several other positive aspects of the class, 3) she asks me what I liked about the class, how it worked, and then finally she will ask if there is anything I would change. Usually I try to get her to point out what I should do, but no go. She somehow gets me to identify something to change or improve upon. We then both agree to another visit and she will also invite me to assist her with something in her class.

Classroom events were recorded in the form of a running narrative, but, more frequently, they were recorded on the "interactive teaching map," developed by Carol Cummings (see Appendix A). This form provided teachers with an opportunity to see the entire lesson, to analyze various aspects of that lesson, and have access to "hard data" as a base-line for improvement efforts. Thus, teachers and their colleagues who were coaching both had access to the same information, had a clear understanding of how this information was generated, and, therefore, able to approach the feedback

session on equitable footing, as colleagues engaged in a collaborative attempt to continue a natural function of education professionals - the improvement of instruction.

PROCEDURES FOR IMPLEMENTING EBCE

Experience based prevocational career education employed the following implementation procedures:

Level I: Infusion of Work as a Topic of Study.

a. In presenting the regular curriculum, teachers emphasized the relevance of subject matter to work roles through the use of career related mental sets and lesson rationales. These tools frequently generated discussions regarding problems related to work roles and especially skills and attitudes requisite to them. In addition, teachers relied on bulletin boards to share relevant information about careers. Teachers often solicited students to create such bulletin boards.

b. Examples of subject related infusion activities and their effective use were made available by the community resource coordinator. Such information was disseminated through the departmental training efforts, the 'career education freebie news,' sent out in November and January (see Appendix B), as well as through the coaching network.

Level II: Classroom Based Experiential Learning About Work Roles.

c. Community resource persons visited classrooms to discuss their occupations as these related to the ongoing curriculum. Students were to be oriented prior to these visits and participate in followup discussions or activities. The visits were to occur at least once or twich per classroom per year. At Eastside such visits occurred on a large scale through 'Career Day' when over 100 CRPs from a wide range of occupations came to discuss the jobs and the requirements (see Appendix C). In addition, a small number of teachers (twelve) arranged for individual visitations by CRPs. The administration insisted that teacher prepare students for career day and provide opportunities for followup discussions and assignments. These efforts were documented in lesson plans. Furthermore, bulletin boards throughout the school reflected the interest in Career Day at least one month in advance.

Related activities were initiated at John F. Kennedy High School as well. These, however, took the form of two speakers per month for the science and social studies departments. These CRPs were arranged through the Explorer's program of Career Awareness (See Appendix D). Assistance in the preparation and

followup aspects of CRP visitations were provided by the project director (see Appendix D).

d. The career education resource center was expanded for teacher use to include video taped model lessons, a decision making video tape for teachers and students, and a variety of books and other resource materials. These materials were moved from the third floor to the library for greater accessibility to Eastside High School teachers.

e. Additional teachers were recurited to serve as trainers and colleague coaches. In all, thirteen teachers from Eastside served in this capacity to ensure adequate coverage of all departments. The administration released each of these teacher coaches from noninstructional duty (e.g., study hall, cafeteria supervision) for one period each day to provide technical assistance and support to colleagues. In addition, preparation and meeting time was provided to facilitate training efforts.

   Teachers at JFK High School were not afforded such training and coaching support.

f. The career decision making and problem solving unit was to have been delivered to all students through the English department. This could not be arranged, however, and the unit was video taped so teachers had access to it if they so desired. It was apparently utilized by only a very few teachers at Eastside, none at JFK.

g. Students were to be afforded opportunities to share with peers their experiences which were related to work through individual as well as group panel discussions. Such opportunities were not provided.

h. Students were to be afforded opportunities to organize and complete individual as well as small group learning contracts. This procedure too was not utilized by more than a few teachers. When it was utilized, contracts were not consistent with project objectives.

Level III: <u>Community Based Experiential Learning About Work Roles</u>

i. Teachers prepared students for community based learning experiences through the use of cooperative learning strategies designed to build basic communication skills, social and interpersonal skills. There was no general attempt, however, to specifically prepare students for community based experiences. This was formalized only in those five or six classes which were afforded visits to the work place. In addition, twenty-two students at Eastside and nineteen at JFK

were placed in part-time, after school positions with local business and industry CRPs. These students received special training and preparation for these positions by the project manager in order to maximize learning.

j. Students were to help plan and participate in field trips to observe and interview workers in occupational settings. For the most part, such involvement did not occur. The few field trips taken (six classes taken by three different teachers) were planned by teachers. A related activity, an all day Futures Unlimited Conference, involved 300 students from Eastside as well as JFK. Coordinated in collaboration with William Paterson College, Hoffman-LaRoach, and Rutgers University, the program allowed students to hear from a wide range of speakers in the science and math fields. (see Appendix E). Originally planned only for female students, the project manager insisted that participation be open for young men as well.

k. Students were to plan and participate in small group community based learning experiences such as projects or even individual contracts. This, however, did not occur.

l. Students were to participate in individual one half day shadow experiences. This procedure was not utilized. There are plans, however, to implement this on a limited basis in the 1984-1985 school year. Two teacher at Eastside, in fact, were awarded a mini grant by the Paterson Education Foundation in order to arrange for and utilize shadow experiences for instructional purposes.

EVALUATION

Evaluation was both formative and summative. The project director maintained records related to performance of expanded job responsibilities (see Appendix E). Formative efforts related to implementation were conducted primarily by coaches and by department heads and administrators who examined lesson plans, visited classes, and generally supervised the expanded use of various school improvement practices at Eastside. In addition, evaluation forms were completed by CRPs, teachers, students, and others involved in such events as Career Day, Classroom visits by CRPs, and the Futures Unlimited Conference. Further, Interviews with school building and area administrators, teachers, community resource persons, district administrators and others were conducted by the evaluation team.

In all, twenty-four interviews were conducted for evaluative purposes. These included interviews with two principals, two vice principals, three department chairpersons, six community resource persons (including three employers and three who either visited the school or participated in the planning of Futures Unlimited), five teacher coaches (who also served as trainers), one assistant coordinator of training at Eastside, and five teachers.

Findings from these and other sources are noted below as findings concerning attainment of objectives are presented.

Findings

Objective 1. Refine, expand, and institutionalize school based systematic procedures for coordinating community resources.

Among procedures which were refined and expanded were the community resource person file, career and vocational resources in the school, and student career interest information. This last was computerized at both Eastside and Kennedy High Schoo. Information elicited from students was then utilized to identify and schedule community resource persons for Eastside's Career Day. At Kennedy, information was utilized by science and social studies departments for scheduling students for the twice monthly visits by CRPs from the Explorer's program.

At both sites, additional bugs were taken out of the computerized career interest survey, individuals were appointed to coordinate next year's efforts, and plans have been made to improve the process of Career Day as well as the Explorer's program. Consequently, most aspects of this objective appear to have been met. Indeed, it should be noted that administrators at both sites expressed satisfaction with 1983-1984 activities in this area and commitment to continued expansion and refinement of objective 1 activities in 1984-1985.

Objective 2: Refine, expand, and institutionalize internal supportive procedures that aid teachers' efforts to implement project practices.

a. A team of teachers to deliver technical assistance and training. At Eastside, the training team was expanded to include thirteen teachers from the various departments. With considerable support from the administration, training was delivered to all teachers in the school. This did not occur at Kennedy. The effort, by all reports from teachers and administrators alike, was highly successful. Plans are currently underway to implement similar schoolwide training at Eastside; teachers planning this training with administrators expect it to be increasingly sophisticated and intensively delivered over two full days prior to the start of school. This training team is sufficiently prepared to deliver similar training to teachers at Kennedy and elsewhere; indeed, five of these teachers have conducted related workshops with participants from rural as well as suburban settings.

b. A colleague coaching network to deliver classroom based assistance. Teachers from Eastside are among a very small group of teachers experienced and skilled in the delivery of colleague coaching. The administration, suggesting that coaching "is an indispensible tool for continuing improvement," has arranged for continued availability of coaching time. Participating teachers also found coaching to be valuable as a support mechanism and as a tool for professional growth. According to one, "Coaching really helps me feel good about teaching and about myself. I feel like a professional, even with all the negative comments in the papers about teachers."

c. A career education newsletter to facilitate dissemination of information. The career education newsletter published regularly throughout 1982-1983 was not published this year. Rather, the "Career Ed Freebie News," published in January and February, was utilized to provide information concerning free resources and

and materials for teachers. The district plans to continue this and related approaches to the dissemination of career education resources with community resource coordinators at both JFK and Eastside. The project manager assumed another position and, indicating their support for project efforts, the district has provided for two positions during the 1984-1985 school year.

Objective 3. Provide training and assistance enabling teachers to:

a. Infuse career education into the ongoing curriculum. As noted, training and technical assistance were delivered to help teachers implement mental sets and lesson rationales for infusion purposes. Additional activities included career related bulletin boards and homework assignments focusing on work. A variety of supportive measures were implemented, including administrative and department chairperson visitations and, most importantly, colleague coaching.

b. Design, deliver, and evaluate experience based prevocational career education. Efforts to implement this element met with varied success. For the most part, experience based learning was classroom based and in the form of cooperative learning activities. In addition, students had access to Career Day at Eastside and the Explorer program at Kennedy. Efforts were made to develop teacher proficiency in the design, delivery, and evaluation of such learning, however, success was limited to a few teachers. For example, two Eastside teachers have been awarded a mini grant by the Paterson Education Foundation to design, deliver, and evaluate shadowing experiences with their students. Thus, some success is indicated, but efforts should continue next year with assistance from full time coordinators at each site.

c. Employ interactive instructional practices to increase student involvement. Interactive instruction was employed throughout Eastside High School. More importantly, continued training and technical assistance suggests that these practices have been institutionalized to a great extent. However, it should

noted that interactice instruction was utilized to foster improved student academic achievement as well as to infuse experience based career education. In many instances, career education objectives were necessarily subordinated while school wide objectives were considered to be priorities.

d. Expand the innovative use of community resource persons in the classroom. To achieve this objective, Career Day at Eastside, the Explorer program at Kennedy, and, on a much smaller scale, individual visitations were employed. The latter were expected to be implemented on a larger scale, but coordination was difficult. District use of school based resource coordinators is expected to expand this element further. One of the major complaints from teachers in this regard was that this year's coordinator, because of expanded job responsibilities, found it necessary to devote energies elsewhere.

e. Employ peer teaching about work roles. This element was not attained.

f. Build career decision making and problem solving skills. This element was addressed through a video taped career decision making lesson made available to teachers at Eastside. Initial plans to teach these skills through the English department fell through. Essentially, it appears that this element was not implemented. None of the teachers interviewed had viewed the tape.

g. Use student team learning projects and individual learning contracts. This element was not implemented.

h. Implement small group community involvement projects. This element was not implemented.

i. Employ student visits to work sites. This element was implemented on a limited basis. Six Eastside classes, it appears, were afforded such opportunities. In addition, forty-one students from both Eastside and Kennedy were placed in after school positions with the district as well as local businesses and industry. This is expected to continue throughout the 1984-1985 school year.

k. Implement half day shadow experiences. This element was not implemented. With the mini grant noted above, it is expected that such experiences will be increasingly available for students at Eastside and, possibly later, at Kennedy.

Interpretation of findings

Overall, it appears that most objectives for the Study of Work Project, Phase II have been implemented. Furthermore, there was a high degree of concensus regarding both the importance of a project such as this and the success of the 1983-1984 effort to implement. The community based experiential learning effort, it appears, was the most difficult to implement, however. As with the previous year, teachers found it difficult to justify leaving the school. With a premium placed on instructional time, even instructional visits to work sites, it was suggested by many, would reduce the amount of time they might devote to building academic skills. These necessarily became priorities.

The infusion level was relatively easy to implement and also appeared to be practical for teachers. Most perceived the use of mental sets and related strategies to have considerable value for motivating students, focusing attention quickly on lesson objectives, and in making lessons more relevant.

Classroom based experiential learning, since it required additional work on the part of teachers who had considerable work loads already, was also more difficult to implement. Again, teachers suggested that time devoted to such activities as classroom visitations at Eastside would interfer with achievement gains expected by the administration. Nonetheless, teachers, administrators, and studnets alike saw significant benefits in the use of these practices. Teachers at Kennedy found the use of CRPs to be useful, but

such resources were available only through the science and social studies departments. In addition, there were also suggestions that a coordinator on site full time might be able to expand the use of experiential learning practices more effectively.

Efforts to build training and support capabilities of experimenting teachers at Eastside, because of much administrative support, met with a high degree of success.

SUMMARY

Conclusions

The Study of Work Project, Phase II was successful in implementing most objectives. Community Based elements suffered as a result of expanded job responsibilities for the project manager - also the community resource coordinator for this project. However, there were trade offs involved. Thus, while community based objectives were essentially not met, dissemination of many project practices to John F, Kennedy High School proceeded ahead of schedule, the efficacy of such practice was clearly demonstrated to the district, and support for such practices will be expanded through the use of full time community resource coordinators at both schools. This would appear to be a significant development.

Just as important in this regard, the project manager was asked to serve on committees to explore approaches to juvenile delinquency prevention, devoted much time to collaborative planning for the Futures Unlimited Conference, and in making contact with the Role-Models for Excellence program coordinated by Gloria Bonnette of Nabisco Brands, has ensured implementation of this program in elementary schools throughout the district. This too appears to be a

significant development.

Indeed, it seems clear that, to a great extent, efforts of the Study of Work Project have become a part of the District of Paterson. Thus, the goal of institutionalization, even though a number of specific objectives were not achieved, has been successfully accomplished. A respectable achievement.

Recommendations

The District of Paterson has resources of considerable value at Eastside High School and at Kennedy. Eastside teachers especially, with their intensive preparation in training, interactive instruction, infusion, and teacher to teacher coaching practices, might effectively be called upon to share their expertise with the District and with the state. Considering the rarity of coaching and teacher delivered training, developments at Eastside deserve closer examination; there appears to be potential there for much learning on the part of the District as well as the State Department of Education and professionals throughout New Jersey.

It should be recognized that Eastside had much support in its effort to implement Study of Work as well as other project practices. The collaborative efforts of its new principal, its professional team, the district, the Educational Improvement Center - Northwest, the Division of Vocational Education, and more made success possible. Thus, it is recommended that:

1. Collaborative efforts with various agencies, private sector representatives, and educators be fostered by the State Department of Education, Division of Vocational Education;

2. That additional research be conducted to determine how project practices were institutionalized, how coaching effectively interacts with school improvement efforts, and what impact experiential learning about work has on student achievement.

3. The District of Paterson continue with plans to increase support for school efforts to implement experience based career education by integrating full time community resource coordinators at both Eastside High School and John F, Kennedy High School;

4. That teachers from Eastside be employed by the district to deliver training to JFK professional in interactive instruction, infusion, experience based learning, and teacher to teacher coaching;

5. That efforts to refine project resources such as the computerized career interest inventory continue; and

6. That incremental implementation plans focusing on classroom as well as community based experiential learning be finalized and put into effect.

Dissemination Activities Planned and Implemented

Efforts over the 1983-1984 school year concentrated on disseminating the project throughout Eastside High School and initiating the process at John F. Kennedy High School. Efforts at both sites were successful. Such progress is expected to continue as a result of the district assuming increased responsibility for the Study of Work Project. It is also expected that, since the project director has accepted a position with the Passaic County Office, that increased dissemination will result.

Strategies to Eliminate Sex Bias and Sex Role Stereotyping

The following strategies were used to eliminate sex bias and sex role stereotyping in this project:

1. References to occupations in sexist terms were avoided;
2. Skills, attitudes, and values developed by the project were not associated with a particular sex;
3. Learning experiences, instructional strategies, and evaluation procedures were appropriate for both sexes;
4. Activities generally restricted to one sex (e.g., Futures Unlimited is available only for females) were opened to students of both sexes.

BIBLIOGRAPHY

Arends, Richard, et al. CONDITIONS FOR PROMOTING EFFECTIVE STAFF DEVELOPMENT. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1980.

Bird, Tom and Judith Warren Little. GUIDELINES FOR THE FEEDBACK AND DISCUSSION OF OBSERVED TEACHING. Boulder: Center for Action Research, 1981.

Buckman, Ronald and S. Brand. "The Impact of EBCE: A Meta-Analysis." EDUCATIONAL LEADERSHIP. (April 1983).

Castick, Rita M. NONSEXIST CAREER COUNSELING FOR WOMEN. Far West Laboratory for Educational Research and Development, 1978.

Evenson, Jill. EXTENDING EXPERIENCE BASED CAREER EDUCATION TO HANDICAPPED STUDENTS: AN OVERVIEW OF THE MAINSTREAM APPROACH, 1979.

Greenberg, Arthur and Andrea Hunter. WORK AS A TOPIC OF STUDY. Columbia: Westinghouse National Issues Center, 1981.

Handler, Leslie. SECOND YEAR EVALUATION OF HARRISBURG SCHOOL DISTRICT'S EXPERIENCE BASED CAREER EDUCATION PROGRAM. Educational Research and Development Associates, 1978.

Harris, Louis. "Teacher Attitudes Toward Change." SUNDAY STAR LEGER. July 22, 1984.

Joyce, Bruce and Beverly Showers. "The Coaching of Teaching." EDUCATIONAL LEADERSHIP 40 (October 1982).

McClure, Larry, et al. EXPERIENCE BASED LEARNING, HOW TO MAKE THE COMMUNITY YOUR CLASSROOM. Portland: Northwest Regional Laboratory, 1977.

National Association of Secondary School Principals. 25 ACTION LEARNING SCHOOLS, 1974.

_____. THIS WE BELIEVE: SECONDARY SCHOOLS IN A CHANGING SOCIETY, 1975.

National Commission on Resources for Youth. NEW ROLES FOR YOUTH IN SCHOOLS AND THE COMMUNITY. New York: Citation Press, 1974.

Owens, Thomas R. EXPERIENCE BASED CAREER EDUCATION: EVALUATION SYNTHESIS OF SECOND YEAR PILOT SITES. Northwest Regional Laboratory, 1979.

Weis, Joseph, et al. THE SOCIAL DEVELOPMENT MODEL: AN OVERVIEW OF THE PROJECT. Seattle: National Center for the Assessment of Delinquent Behavior and its Assessment, 1980.

Yakowicz, William J. "Teacher to Teacher Coaching: Critical Issues and Implications for Expanded Practice." Unpublished Dissertation. New York: Teachers College Columbia University, 1984.

APPENDIX A

Interactive Teaching Map - Coach Version

CLASSROOM OBSERVATION CODING FORM: COACH VERSION

Codes

♥ = Effective Implementation
* = Explore Alternatives

	NOTES	Assessment/Written Work	Mental Set Objectives	Input	Modeling	Guided Practice/ Check for Understanding	Groups	Procedures/Directions	Reactive Management	Praise	Groups	No Task Defined
0												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												

BEST COPY AVAILABLE

CLASSROOM OBSERVATION CODING FORM: COACH VERSION

Codes

✔ = Effective Implementation
x = Explore Alternatives

	NOTES	Assessment/Written Work	Mental Set Objectives	Input	Modeling	Guided Practice/ Check for Understanding	Groups	Procedures/Directions	Reactive Management	Praise	Sponges	No Task Defined
31												
32												
33												
34												
35												
36												
37												
38												
39												
40												
41												
42												
43												
44												
45												
46												
47												
48												
49												
50												
TOTAL												

#11 References to occupations:
Reference _____ Duration _____ R NR
_____ Duration _____ R NR
_____ Duration _____ R NR

#12 Outside speaker:
Topic _____ Duration _____

#13 Student involvement activity:
Activity _____ Duration _____

#14 Student involvement skills training:
Skills _____ Duration _____

BEST COPY AVAILABLE

APPENDIX B

Career Education Freebie News

CAREER ED. FREEBIE NEWS

November 15,1983 Career Development Program VOL.I No.1

NEW CAREER ED. NEWSLETTER

This is the first edition of the "Career Ed. Freebie News," written and printed by the Career Development Program. This newsletter will provide the high school staff with current research data, job market trends and classroom aids. "We hope that the information provided will be used to enhance career education displays and help to provide resources for our staff," Mr. Mike Mugno, Career Development Coordinator.

If you have information that you would like to share with other staff members, send it to:
Ms. Nancy Mitchell
Career Development Program
c/o Board of Education

GENERAL ELECTRIC CAREER EDUCATION BOOKLETS

If you're looking for information to help you to choose a career, the booklets listed below may be of help. If you wish to have a copy write Educational Communications Programs, General Electric Co., Fairfield, CT 06431.

Planning Your Career, a 20 page booklet on how to get the most out of your high school years i.e. what courses to take, planning a career.

What's it like to work in the business world?, an overview of business operations, includes science and engineering.

What's it like to be an engineer? All about the work of engineers and how they apply the knowledge received from scientists. Includes all categories.

What's it like to be a technician? More about science and engineering at the technical level. Plus career information and tips on how to prepare for technician jobs in the fields of health, aviation, broadcasting, computers and design . 20 pages.

PRINTED BY THE CAREER DEVELOPMENT PROGRAM • MIKE MUGNO, COORDINATOR

BEST COPY AVAILABLE

POSTERS AND WALL CHARTS:

*** **Nutritive Values and Product Information**

Available from:

Kellogg Co.
Public Affairs Dept.
Battle Creek, Michigan 49016

*** **Man Made Fibers Chart**

Available from:

Man-Made Fibers Chart
Fiber Information Center
415 Madison Ave.
New York, NY 10017

Send self addressed envelope.

*** **First Aid Facts Wall Chart**

Available from:

First Aid Education
Dept. FC
501 George St.
Room J526
New Brunswick, NJ 08903

BOOKS AND PAMPHLETS:

*** **Careers for a Changing World**

Overview booklet, fourteen career booklets on various occupations. First copy of each is free. Excellent guide for many subjects.
Available from:

"Careers"
N. Y. Life Insurance Co.
Box 51
Madison Square Station
New York, NY 10159

*** **Children and the Arts in Washington, D.C.**

A guidebook to assist teachers in planning trips to various arts and cultural resources in Washington, D.C.
Available from:

J.F.K. Center for the Performing Arts
Education Programs
Washington, D.C. 20566

*** **Hired or How to Find a Job**

A booklet to aid teenagers on how to find a job.
Available from:

The Center, Inc.
1116 W. Leland
Chicago, Illinois 60640

PERIODICALS:

*** **The Jersey Shoreline** (quarterly)

Marine ecology, conservation, fisheries, and marine trades.
Available from:

Marine Advisory Service
Cooperative Extension Service
P.O. Box 231
Cook College - Rutgers University
New Brunswick, NJ 08903

*** **APROPOS** (3 issues/year)

Special education resources and teachnology.
Available from:

National Center on Educational Media &
Materials for the Handicapped
Ohio State University
Columbus, Ohio 43210

FILMS:

*** **Anything You Want To Be**

A 28 minute film on the careers that are offered by N.J. Bell. Good Business and Voc. Ed. film.
Available from:

N.J. Bell
Call (201) 649-3674 (toll free)
Monday to Friday, 8:30 a.m. - 4:30 p.m.

*** **Minorities in Engineering, Solving Problems and Engineers at Work**

Two programs to acquaint young women and minority students to enginering. Includes a teacher's guide, filmstrip with accompanying tape cassette, activity sheets and 80 fact cards.
Available from:

N.J. Bell
Call (201) 649-3674 (toll free)
Monday to Friday, 8:30 a.m. - 4:30 p.m.

*** **Discovery**

A 28 minute film to help to stimulate thought about careers in any creative field - artistic, scientific or technological.
Available from:

N.J. Bell
Call (201) 649-3674 (toll free)
Monday to Friday, 8:30 a.m. - 4;30 p.m.

*** **Careers at McDonald's**

Describes restaurant and corporate careers within the company.
Available from:

Educational Resources
Public Affairs Dept.
Mc Donald's Corporation
Mc Donald Plaza
Oak Brook, Illinois 60521

CIBA-GEIGY Corp. will send posters to educators titled, "Exceptional Black Scientists." To obtain free copies write to:

CIBA-GEIGY Corp.
Corporate Relations
Ardsley, New York 10502

or call: (914) 478-3131

They would be ideal for a career bulletin board display.

The N.J. Occupational Consumer Resource Center has undergone many changes:

New Name: N.J. Vocational Ed. Resource Center

New Location:
200 Old Matawan Road
(Miller Elemnetary School)
Old Bridge, N.J. 08857
(201) 390-1191

This center will provide workshops, resource materials and computer searches in the field of career and vocational education. Write for workshop listings and membership information. N.J.V.E.R.C. is part of Rutgers University.

Free Microfiche Materials

The documents listed below are part of the Northeast Network's Curriculum Microfiche Collection dealing with Cooperative Occupational Education. To obtain free microfiche copies of these titles, copy this page, circle the code numbers of the documents requested, and return the form to:

Northeast Network for Curriculum Coordination
Rutgers – The State University of New Jersey
Building 4103, Kilmer Campus
New Brunswick, N.J. 08903

CA-25	On Campus Work Experience and Related Instruction
CA-26	On the Job Training
CT-43	Cooperative Work Experience. Diversified Occupations Training Plans
CT-44	Cooperative Work Experience. Diversified Occupations General Related Curriculum Guide for Teacher Coordinators.
CT-45	Cooperative Work Experience. Diversified Occupations General Related Instruction Curriculum Guide – 1975 Supplement
CT-46	Cooperative Work Experience. Diversified Occupations Specific Related Instruction Reference Guide. 1975
CT-47	Cooperative Work Experience. Diversified Occupations Specific Related Instruction Reference Guide. 1977
CT-48	Cooperative Work Experience. Diversified Occupations Reference Material for Diversified Cooperative Training Plans
IL-9	An Annotated Bibliography of Instructional Materials in Cooperative Occupational Education
IL-10	An Articulated Guide for Cooperative Occupational Education
OK-31	Group Instruction for Cooperative Programs
RI-11	A Resource Guide for Cooperative Work Experience Programs
VA-2	Industrial Cooperative Training I
VT-14	Vermont Cooperative Vocational Education Guidelines

Name _____

School _____

Address _____

_____

City _____ State _____ Zip _____

Computer Search Information Available

Computerized searches of the Educational Resources Information Center (ERIC) database were recently conducted on a variety of topics as indicated below. To obtain a free copy of the search results, in bibliographic format, indicate the specific topic(s) desired and contact:

Northeast Network for Curriculum Coordination for:

- Administrator Role – Decision Making
- Vocational Education Programs for Emotionally Disturbed Students
- Innovative or Exemplary Vocational Education Programs for Handicapped Students
- Competency-Based Nursing Education
- Cooperative Vocational Education for Secondary School Programs (Titles Only)
- Career Education Infusion (Elementary Education)
- Auto Mechanics Curriculum Guides (Secondary Education)
- Agricultural Mechanics Curriculum Guides

Northeast Network for Curriculum Coordination
Rutgers University
Bldg. 4103 — Kilmer Campus
New Brunswick, NJ 08903

BEST COPY AVAILABLE

APPENDIX C

Career Day Information

The members of the Coordinating Committee, Mrs. Maus, Miss Mitchell and Mr. Sico wish to thank the following for their cooperation and assistance. Without their efforts the Career Day would not have been successful.

ADMINISTRATION

Mr. Joe Clark, Principal

VICE PRINCIPALS

Mr. Toole — Mr. Lighty
Miss Lopez — Mr. Corrado

DEAN OF STUDENTS

Mrs. B. Philpotts and Mr. P. Barnes

DEPARTMENT CHAIRPERSONS

Ms. D. Briggs, Guidance — Mr. R. Rudnick, Soc. Stud.
Mrs. P. DePaola, Business — Mr. A. Weiss, English
Mrs. F. Lopas, Foreign Language

A SPECIAL THANKS TO LA CAMARA de COMERCIO y PROFESSIONAL HISPANA - A COMMERCIAL AND PROFESSIONAL ORGANIZATION

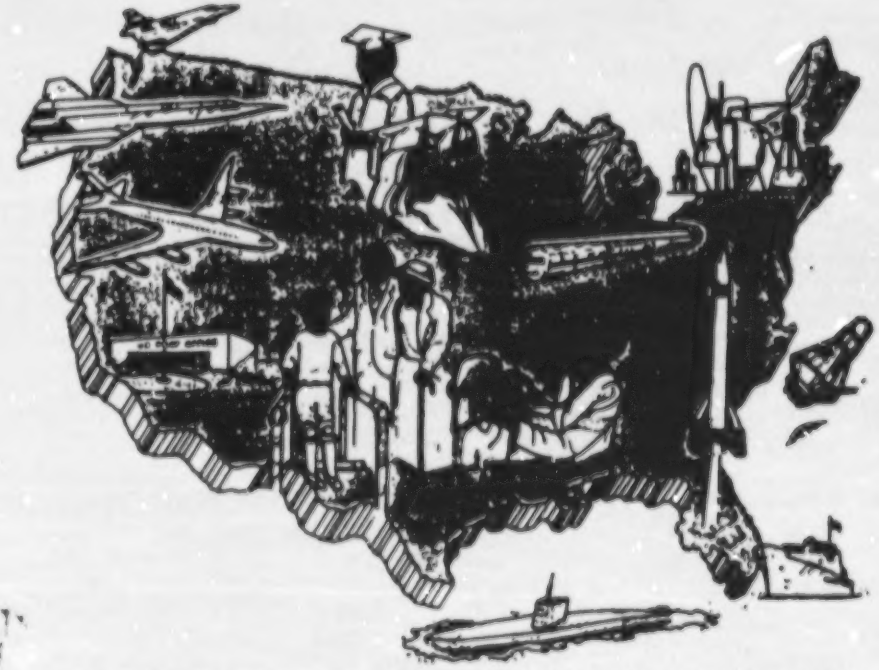
A N D

MAYOR FRANK X. GRAVES

FOR THEIR SUPPORT AND CONTRIBUTIONS

EASTSIDE HIGH SCHOOL

PATERSON, NEW JERSEY



CAREER DAY

APRIL 6,1984

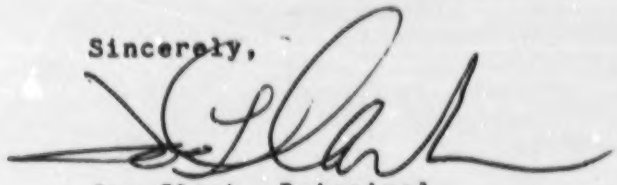
"YOU CAN BE WHAT YOU WANT TO BE"

I am absolutely elated to have such an array of professionals attending the Eastside High 1984 Career Day. This certainly attests to a growing commitment by the business community to give assistance to Urban Students.

Urban students must begin to realize that they can be what they want to be if the pursuit of diligence is prevalent in their lives.

Thank you, again, for taking the time to show your true concern for our students.

Sincerely,



Joe Clark, Principal

Rev. Dr. Albert P. Rowe ..... Pastor
Calvary Baptist Church

Ms. Patricia A. O'Rourke ..... Public Service
Electric & Gas

Ms. Fran Sadoskos ..... Passaic School of Drafting

Mr. Santos Santiago ..... Internal Revenue Service

Mr. Jack Sacher ..... Chairman, Music Dept
Montclair State College

Dr. Malcolm Schwartz ..... Physician

Ms. Linda Stancil ..... "Brothers in Blue"
Law Enforcement

Mr. Willie Smoot ..... "Brothers in Blue"
Law Enforcement

Mr. Sydney Smoot ..... "Brothers in Blue"
Law Enforcement

Ms. Beverly Spitts ..... Lyons Institute

Ms. Loretta Terry ..... Community Nurse
Registry of Paterson

Dr. Robert Thompson ..... N. J. College of
Medicine & Denistry

Dr. Gail Turner ..... Physician

Ms. June Walker ..... Respiratory Therapist
P. C. C. C.

Mr. John Wormack ..... I. B. M.

Mr. Stephen Wormack ..... Lawyer

Mr. L. Conte ..... Rets. Electronic School

Mr. Robert Cornish, Jr. ..... Personnel Director
W. R. Grace, Inc.

Mr. Ed Cotton ..... Politician

Chief Frank Crampton ..... Fire Fighter
Paterson, N. J.

Dr. D. Des Roaches ..... Biology Professor
William Paterson College

Ms. Lisa Evans ..... Dept of Special Service
Passaic County

Ms. Marcy Fannon ..... Academy of Aeronautics

Ms. Linda Feggans ..... Registered Nurse

Mr. Paul Felice ..... Business Training Institute

Ms. Joan Ferris ..... Word Processing
Taylor Business Institute

Mr. John Fitzpatrick ..... Academy of Aeronautics

Ms. Mary Flateley Teacher of Nursing
Passaic County Community College

Mr. Don Fornuto ..... Music Department
William Paterson College

Sgt. V. Galloway ..... U. S. Marines

Mr. George Garrison ..... Engineer
N. J. Bell

Mr. Frank Gergelvi ..... Metropolitan Technical Institute

Ms. Pamela Ghee ..... Stevens Institute of Technology

Mr. John Givens ..... Service Manager
Franchin Chevrolet

Mr. Ralph Gomez ..... Inner City Ensemble

Ms. Rosa Gotay ..... Latin America Day Care Center

Dr. Robert Grace ..... Dentist
Calvary Baptist Health Center

Mr. Willie Graham ..... Internal Revenue Service

Mr. Myron F. Green ..... Director
N. Y. State Dept of Investigation

Mr. Tony Green ..... Chemical Engineer
E. I. Dupont

Mr. Bill Gruver ..... W P A T Radio

Mr. Ted Guerin .. Newark School of Fine & Industrial Arts

Mr. Nestor Guzman ..... Lawyer

Mr. Gregory Holman ..... Radiologist
P. C. C. C.

Ms. Mary K. Holmes ..... Vice Principal
School #4

Mr. Steven Howard ..... Musician

Mr. Glen Hutton ..... Commercial Artist

Mr. Thomas Ihnken ..... I. B. M.

Dr. Helen Kehoe ..... Librarian
Paterson Library

Dr. David Kunz..... Teacher of Welding
P. C. C. C.

Mr. Warren B. Lessing ..... Electronic Computer
Program Institute

Mr. Mark London ..... United Jewish Appeal

Mr. Eddy Martinez ..... Passai County Dept of Social Services

Ms. Lydia Martinez ..... Latin America Day Care Center

Ms. Caroline McCoy ..... Mary Kay Cosmetics

Mr. Alonzo Moody ..... Youth Services Bureau

Sgt. C. Murphy ..... U. S. Army

Mr. William Murphy ..... Engine City Technical Institute

Mr. Gerald Nealan ..... Taylor Business Institute

Mr. Peter Nelson ..... Music Instructor

Ms. Tresine Nelson ..... Mary Kay Cosmetics

Ms. Nancy Novaes ..... Teterboro Flight Academy

Mr. Thomas Page ..... Dance/Theatre

Mr. John D. Perez ..... Electronic Computer Program Institute

Dr. Ray Pertusi ..... Physician

Mr. Anthony Placido ..... Placido's School of Hair Design

Ms. Donna Poppin ..... Engineer N. J. Bell

Ms. Carolyn Newton Powe ..... Lawyer

Mr. Patrick Quinn ..... Academy of Aeronautics

Ms. Tammy Richardson ..... Passaic County Dept of Social Services

Rev. Evers Robinson ..... Pastor Christ Church United Methodist

EASTSIDE HIGH SCHOOL CAREER DAY

Ms. Lavinia Arnett ..... Videotape Engineer Journalist/Mass Media

Mr. Leslie Balter ..... Plaza School of Drafting

Ms. Margaret Bauer ..... Wilma Boyd Airline & Travel School

Mr. Jonathan Bell ..... Z 100

Dr. Benno ..... Biology Professor William Paterson College

Ms. Martha Bolds ..... Director Community Action Day Care Center

Mr. Lamont Boles ..... Motown Records, Promotions

Mr. Paul Braffa ..... Professor of Art William Paterson College

Mr. Carnie Bragg ..... Funeral Director

Mr. Arthur Brett ..... Engineer N. J. Bell

Mr. William Brewer ..... Internal Revenue Service

Mr. James Brown ..... Professor of Art William Paterson College

Mr. Glenn Brown ..... Paterson Fire Fighter

Mr. Pervis Carter ... Computer/Communications Institute

En 1 Bob Christensen ..... Navy

Mr. Robert Cohen ..... Dept of Social Service Passaic County

APPENDIX D

Explorer's Career Awareness Program
at
John F. Kennedy High School

BEST COPY AVAILABLE

EXPLORING DIVISION PASSAIC VALLEY COUNCIL, BSA

CAREER AWARENESS EXPLORING PROGRAM

PURPOSE: To expose the high school students to a variety of career paths available in a world of work.

Give today's students an opportunity to meet actual experts representing jobs that the students may or may not know.

To extend the academic environment of the classroom to an actual job site through field trips.

To remove doubts regarding achievements which may exist because of isolation, race, sex and religion.

PLAN: Explorer Posts are formed in the school with each Post consisting of an entire class or group of individual students drawn from several classes.

Consultants are recruited by the Exploring Division of the local Scout council from the occupational clusters identified by the U. S. Office of Education. Consultants will prepare presentations, and provide for field trips to provide information and exposure to his or her profession or occupation.

Career sessions are held twice monthly during school hours and are scheduled to fit the school's needs. They can be geared to fit a class period of approximately 45 minutes or for longer periods when desired.

In addition to the two career presentations, the Explorers also participate in a field trip to various companies and corporations. The selection of dates and arrangements for transportation are usually coordinated by the Guidance Counselors.

The advisor (adult leader) of each Explorer Post is a teacher who is interested in exposing his or her students to the career opportunities that are available in the local area. They participate in field trips and work closely with the Post President and consultants.

Youth leadership is stressed in the Exploring program and as such Post Officers are elected. Each Post President is invited to participate in the local Scout council Explorer Presidents' Association. Explorer Presidents' Association meetings are usually held monthly at which time the Explorers plan and coordinate inter-unit activities.

All students and adults who participate in the Career Education program register with the Exploring Division. The registration fee is $2.00 per person and includes liability insurance, and enables each person to become involved in local and national Exploring activities and awards.

In order to set-up an appointment to receive more information please call Tim Wolf (956-8992), Passaic Valley Council Exploring Executive.

APPENDIX E

Computerized Student Career Survey

BEST COPY AVAILABLE

CAREER DEVELOPMENT PROGRAM

HIGH SCHOOL CAREER INTEREST SURVEY

GOVERNMENT AND LAW

.0 Fire Fighter/Emergency Services
.1 Law Enforcement/Police Officer/ Investigator/Corrections Officer
.2 Lawyer/Para-Law
.3 Military: Air Force/Marines/Army Coast Guard/Navy
.4 Politican
.5 City Management/Community Planner

SERVICES

:0 Day Care/ Nurseries
:1 Clergy/Religious Educator
2 Athletic Trainer/Coach/Sports Instructor/Professional Athlete/ Recreational Director
3 Funeral Director/ Mortician
4 Museum Curator/ Historian/ Librarian
5 Psychologist
6 Social Worker/Counselor/Youth & Community Service Worker
7 Teacher

TRANSPORTATION

0 Aerospace Research/Design
1 Auto and Truck Mechanic/Service and Management
2 Aviation Mechanic/Engineer
3 Driver: Truck/Car/Bus
4 Pilot
5 Seaman/Merchant Marine
6 Stewardess or Steward/Air Traffic Controller

THE ARTS

) Artist/Painter/Sculptor
1 Dancer/Dramatics/Theatre
2 Fashion/Designer or Model
3 Commercial Artist/Graphic Designer/ Illustrator
4 Interior Designer/Jeweiry Designer
5 Creative Writer/Journalist
6 Musician: Instrumental or Vocalist
7 Radio/T.V.Broadcaster or Producer

BUSINESS AND COMMERCE

) Computer Analyst/Programmer/ Technician
. Secretary/Wordprocessor/Office Machines/Receptionist/Bookeeper/ Typist/ Stenographer
! Accountant/CPA/Banker/Finance Consultant/Stockbroker/Investor/ Statistical Clerk/Credit Manager
Advertising/Marketing/Buyer/ Purchaser/Public Relations
Management: Hotel,Restaurant/ Business Owner/Personnel Director
Sales: Real Estate/Retail/Wholesale
Insurance/Travel
Translator
Union/ Labor Relations

SCIENCE AND ENGINEERING

60 Engineer: Mechanical/Sanitary/Civil/ Industrial/Electrical/Chemical/Solar Energy/Bio-Medical
61 Enviromentalist/Ecologist/Forrester/ Conservationist/Solar and Synthetic Fuel Researcher
62 Architect/Draft Person
63 Laser-Satellite Transmission Researcher/ Nuclear Physicist
64 Mathematician/ Physicist
65 Geologist
66 Chemist/Biochemist
67 Biologist: Marine/Micro/Macro
68 Astronomer/Space Scientist
69 Anthropologist/Archaeologist

HEALTH SERVICES

70 Doctor/Physician/Optometrist/Chiropractor
71 Dentist/Dental Hygienist
72 Therapist: Physical/ Inhalation/ Speech/ Occupational
73 Veterinarian
74 Nurse/Para-Medic/ Emergency Room Technician
75 Administrator: Hospital or Nursing Home/ Medical Secretary
76 Dietician/ Food Services
77 Pharmacist
78 Technician: Laboratory/X-Ray/Medical
79 Psychiatrist

TRADES

80 Chef/Cook/ Baker/ Waiter or Waitress/ Home Economist
81 Hair Stylist/ Barber
82 Plumber/ Steamfitter/ Refrigeration/ Air Conditioning/ Heating
83 Cabinetmaker/ Carpenter/ Woodworker
84 Building Contractor/ Painter
85 Florist/Lanscaper/Farmer/Horticulturist
86 Machinist/ Lathe Operator
87 Radio or T.V. Repairperson
88 Heavy Equipment Operator(Tractor, Crane, etc.)
89 Electrician/ Electronic Technician

Student Number:_____

Name:_____ _____
LAST FIRST

1st Choice ☐ 2nd Choice ☐ _____ HOMEROOM

_____ / / GRADE BIRTHDATE

Do you have working papers? YES NO
What is your Guidance Counselor's name?

_____

nted by the
loyment Orientation Program

APPENDIX F

Expolorers Career Education Speaker Program

Evaluation Forms

(4)

----------JOHN F. KENNEDY ----------

Student Evaluation of Classroom Career Speaker

Speakers Name:_____ Job/Career_____

Topic of Presentation:_____ Date:_____

1. Please rate each item:

	Well				Not Well
a. How well did you understand the purpose of the speakers presentation?	1	2	3	4	5
b. How well was the class prepared for the visit?	1	2	3	4	5
c. How well prepared were you?	1	2	3	4	5

2. What was the best part of the speakers presentation?

3. What suggestions would you make to the guest speaker for future presentations to other classes?

4. What new things did you learn from this speaker?

5. Would you recommend this speaker for other classes?

Yes ( ) No ( )

6. Please rate class interest and conduct furing the presentation.

☐ Very Good ☐ Good ☐ Acceptable ☐ Not Good

7. Comments and suggestions:

Return this form to your teacher.

Class:_____ Teacher:_____

Grade:_____

_____
Signature Optional

JOHN F. KENNEDY HIGH SCHOOL
TEACHER EVALUATION OF
CLASSROOM CAREER SPEAKER

Speakers Name:_____Job/Career:_____

Topic of Presentation:_____Date:_____

1. Please rate the speaker on the following:

	No				Yes
a. Interested the students	1	2	3	4	5
b. Comfortable & relaxed	1	2	3	4	5
c. Related to the curriculum	1	2	3	4	5
d. Interacted well with students	1	2	3	4	5

2. How would you estimate the speaker's response to your class

Very positive ( ) Positive ( ) Acceptable ( ) Negative ( )

3. How would you estimate the class's response to the speaker?

Very positive ( ) Positive ( ) Acceptable ( ) Negative ( )

4. Are there ways the speaker could/should have been better prepared?

No ( ) Yes ( ) If yes, please specify:

5. If this presentation were to be repeated, are there changes you would recommend for improvement?

No ( ) Yes ( ) If yes, please specify:

6. Would you recommend this speaker for other occasions?

in this class	Yes ( )	Maybe ( )	No ( )
for younger students	Yes ( )	Maybe ( )	No ( )
for older students	Yes ( )	Maybe ( )	No ( )
for other classes	Yes ( )	Maybe ( )	No ( )

7. Did the speakers presentation assist you in infusing career information into your subject area?

Yes ( ) No ( ) If no, please specify

8. Feel free to add more comments.

Class_____ Grade_____

Date_____ _____
Teacher's signature

APPENDIX G

Student Recruitment Application

John F. Kennedy High School

61-127 PREAKNESS AVENUE
PATERSON, N. J. 07522

JOB PLACEMENT CANDIDATE APPLICATION

The following information is to be filled out by a Guidance Counselor:

NAME: _____ STUDENT NO.: _____

ADDRESS: _____ ZIP CODE: _____ H.R. _____

HOME PHONE: _____ BIRTHDATE: _____

SOCIAL SECURITY NO: _____

Has the student ever worked? Yes No

Will he/she ever have working papers? Yes No

Is transportation available? Yes No

If not, are they willing to take bus? Yes No

What is their school major? _____

List any special skills (i.e. Typing) _____

_____

Ideally, where would they want to work? _____

_____

Additional Comments _____

_____

_____

_____

_____

Where can I locate this student the following periods:

1. _____ 3. _____ 5. _____ 7. _____

2. _____ 4. _____ 6. _____ 8. _____

BEST COPY AVAILABLE

BEST COPY AVAILABLE

THE BOARD OF EDUCATION

PATERSON, NEW JERSEY 07501

EASTSIDE HIGH SCHOOL

TO: All Guidance Counselors

FROM: Ms. Nancy Mitchell
High School Job Placement/Career Education Coordinator

RE: Student Recruitment

DATE: September 28, 1983

The attached applications are for your recommendations for student employment.

I am looking for students who possess the following qualifications:

1. 14 years old or 18 to work evenings
2. Good attitude, reliable and dependable
3. Good school attendance
4. Passing school grades
5. Able to meet the requirements for working papers.
6. Not enrolled in a CIE/Co-op Program

These forms should be completed fully by you and placed in my mail box in room 112 (Mr. Barnes' office). I will contact those recommended students when positions become available.

If you have any further questions, I'm located in room 321 on Wednesday and Thursdays, or call 278-5244 any day between 12:30 P.M. and 2:55 P.M.

Thank you for your help and cooperation.

APPENDIX H

Innovative Use of CRP

(10)

CAREER DEVELOPMENT PROGRAM

Paterson Board of Education

High School Job Placement–Career Ed. Resource
Nancy Mitchell, Coordinator

31-33 CHURCH STREET
PATERSON, NEW JERSEY 07505
Telephone (201) 278-5244

J.F. KENNEDY HIGH SCHOOL STAFF CAREER INTEREST SURVEY

Your input is necessary in establishing the Career Education needs at J.F. Kennedy. Please take a moment to answer the questions below and return this sheet to your department head by March 9, 1984. If you do not have a department head please return all sheets to Nancy Mitchell in the Guidance Office. Thank you.

Would you like assistance in any of the following areas? If so, please check appropriate box.

☑ 56 Career education infusion materials related to your subject ("How to's).

☑ 58 Career education resource materials for students)occupational organizations, ec

☑ 60 Bibliography of free or inexpensive materials.

☐ Other: 2 FILMSTRIPS
7 SPEAKERS
1 INTERVIEWING TECH. INFO.

FINAL TALLIES.

Name _____

Department _____

EASTSIDE HIGH SCHOOL

CAREER DAY

Teacher Evaluation of the Speaker Presentation

Community Resource Person_____Job/Career_____

Topic of Presentation_____Date_____

1.Please rate the Community Resource Person(CRP) on the following:

	No				Yes
a. Interested and challenged the student	1	2	3	4	5
b. Comfortable and relaxed	1	2	3	4	5
c. Related to the curriculum	1	2	3	4	5
d. Interacted well with the students	1	2	3	4	5

2.How would you estimate the CRP's response to your class?

Very positive ( ) Positive ( ) Acceptable ( ) Negative ( )

3.Howwould you estimate the class's response to the CRP?

Very positive ( ) Positive ( ) Acceptable ( ) Negative ( )

4.Are there ways the CRP could/should have been better prepared?

Yes ( ) No ( ) If yes,please specify:

5.If this presentation were to be repeated,are there changes you would recommend for improvement?

Yes ( ) No ( ) If yes,please specify:

6.Would you recommend this CRP for other occasions?

in this class	Yes ( )	Maybe ( )	No ( )
for younger students	Yes ( )	Maybe ( )	No ( )
for older students	Yes ( )	Maybe ( )	No ( )
for other classes	Yes ( )	Maybe ( )	No ( )

7.Feel free to add any other comments.

Teacher's signature_____

EASTSIDE HIGH SCHOOL

CAREER DAY

STUDENT EVALUATION OF SPEAKERS

Speaker_____Job/Career_____

1. Please rate each item:

	Well				Not Well
a. How well did you understand the purposes of the presentation?	1	2	3	4	5
b. How well did your guest meet the purposes of the visit?	1	2	3	4	5
c. How well was the class prepared for the visit?	1	2	3	4	5
d. How well prepared were you?	1	2	3	4	5

2. What was the best part of the presentation?

3. What suggestions would you make to the guest to make the presentation better for other classes?

4. What new things did you learn from this Community Resource person?

5. Would you recommend this Community Resource Person for other occasions? in the class Yes() Maybe() No()
for younger students Yes() Maybe() No()

EASTSIDE HIGH SCHOOL

CAREER DAY

GUEST SPEAKER'S EVALUATION

Thank you for your participation in our Career Day. Your honest feedback will enable us to continually improve planning for future presentations.

Name _____ Title _____

Business _____ Date _____

Session: A.M. ( ) P.M. ( ) BOTH ( )

Topic of presentation _____

1. How would you rate the overall experience?

   Very successful ( ) Successful ( ) Unsuccessful ( )

2. What was the most rewarding aspect? _____

   _____

   _____

3. Do you feel it was a productive learning experience for the students?

   YES ( ) NO ( )

4. Do you feel the students were adequately prepared?

   YES ( ) NO ( )

   COMMENT: _____

   _____

5. Do you feel that you received adequate preparatory information

   a) about the students?

   YES ( ) NO ( )

   If no, what information do you feel would have been beneficial?

   _____

   _____

   b) about the school?

   YES ( ) NO ( )

   If no, what information do you feel would have been beneficial?

   _____

   _____

6. Would you be willing to do a different presentation at a future Career Day?

   YES ( ) NO ( )

7. Would you be willing to do a different presentation?

   YES ( ) NO ( ) If yes, please specify topic or topics.

   _____

   _____

8. Please recommend other community resource people who might be willing to make similar presentations at our school.

9. Please feel free to add additional comments.

BEST COPY AVAILABLE

Element III: Orientation to the Curriculum

WORK AS A TOPIC OF STUDY

Innovative Use of Community Resource People (SPEAKERS)
Sample Lesson Plan

Title: Follow-up to Yesterday's guest (content is generic and can be adapted to any content area)

I. Introduction

A. Mental Set

Select some of these words or phrases that best describe your response to yesterday's guest:

new ideas boring made me think I want to know more
didn't understand old stuff didn't relate to class
helped me understand what we were studying
talked about it at supper last night I'll still remember
it next year suggested a possible job for me

B. Rationale

We need to think about how the guest's presentation yesterday helped us understand a new dimension of our unit on "x" and whether we know more about careers related to this topic.

C. Objective

The student will be able to articulate the connections between the CRP presentation and the unit being studied and possible related careers. In addition, students will participate in evaluating the relative value of the activity for future learning and for other learners.

II. Lesson Instruction

A. Survey

Ask students who missed the CRP presentation to identify themselves.

B. Peel Off

Students who missed the presentation will meet separately with one student who was there and volunteers to "teach" them the major points by role playing the CRP.

C. Input

1. Elicit from students and help make a complete list of the major points of the presentation. List on the board.

2. Code according to the following:

   ? = I didn't quite understand the point
   ! = New and interesting and I'd like to learn more
   * = New and interesting but I don't care to learn more
   $ = Helped me think about jobs or careers I might want or not want

3. List class activities that can be arranged to clarify the "?" ones and to learn more about the "!" and the "$" ones. Explain that although not all of these activities will be done, they are possible and they indicate how all new information should be thought about in the context of our own lives and experiences.

D. Model

Teacher will give an example of how he/she made a career decision or was stimulated to learn more about something after talking with a person in the community.

E. Check for Understanding

Ask students to explain the code system and the reason for each code.

III. Guided Practice

In groups of 3-4, ask students to pick a topic with the "$" code, "!" code or the "?" code and list steps they would take to either clarify or learn more. (Examples: call or write to the CRP, interview a person who does similar work, do library research, interview a relative, question fellow students or other teachers, enroll in a class, etc.) Small groups will then share ideas with the entire class.

IV. Independent Practice

Each student will pick one topic from the group discussion and will seek out additional information. This should be a homework assignment or can become topics for peer teaching in the next few days.

Ask students to complete Student Evaluation of CRP Activity

V. Closure

Bring back the group that was separated due to missing the CRP presentation and let both groups ask each other questions.

At the end of this follow-up lesson for every CRP presentation, the class or one student in the class should take the responsibility of writing a thank you letter to the guest.

FUTURES UNLIMITED

Expanding Your Horizons in Science and Mathematics

A One-day Conference for 9-10 Graders
Wednesday, May 16, 1984
8:30 a.m. — 3:00 p.m.
at
William Paterson College
Wayne, New Jersey

Cosponsored by the Consortium for Educational Equity, Rutgers University
Paterson Board of Education
William Paterson College
Hoffmann-LaRoche Inc.

Student Activities

Each conference will allow students to:

- *Participate in computer centers and in biology and chemistry labs*
- *Explore economically rewarding nontraditional careers in high-growth technologies*
- *Participate in math/science experiments and in skilled trade "hands-on" workshops*
- *Make personal contacts and interact with people in skilled trades, the technologies, the sciences, and business*
- *Understand the need for increased math preparation to enter these fields*

Educator Workshops

Each workshop will allow counselors and educators to:

- *Explore the math/science avoidance syndrome in girls*
- *Gain new strategies for encouraging students to take more math courses*
- *Find out about mathematical prerequisites for college majors and career choices.*

Discover your Future

William Paterson College invites students to explore programs in:

- *Computer Science*
- *Mathematics*
- *Biology*
- *Psychology*
- *Chemistry*
- *Environmental Studies*

For further information contact:
Nancy Mitchell, Career Development Program
Paterson Board of Education
278-5244 or 881-6185

Made possible in part by a grant from Hoffmann-LaRoche Inc. and the Consortium for Educational Equity, funded by the U.S. Department of Education under Title IV of the Civil Rights Act

APPENDIX I

Job Placement Coordinator's Schedule
Expanded Responsibilities of Job Placement Coordinator

BEST COPY AVAILABLE

(1)

CAREER DEVELOPMENT PROGRAM

Paterson Board of Education

Career Development Coordinator, Michael S. Mugno

31-33 CHURCH STREET
PATERSON, NEW JERSEY 07505
Telephone (201) 881-6185

September 6, 1983

TO: Ms. Nancy Mitchell
JOB PLACEMENT COORDINATOR

FROM: Michael S. Mugno
CAREER DEVELOPMENT COORDINATOR

RE: S C H E D U L E

Please comply with the following schedule effective September 12, 1983:

.MONDAY & TUESDAY -

JOHN F. KENNEDY HIGH SCHOOL

.WEDNESDAY & THURSDAY

EASTSIDE HIGH SCHOOL

.FRIDAY

CAREER DEVELOPMENT OFFICE

CC: Mr. Fred DeFeo, Principal, JFK
Mr. Joseph Clark, Principal, EHS

Michael S. Mugno
CAREER DEVELOPMENT COORDINATOR

Mrs. Nancy Mitchell (1)

CAREER DEVELOPMENT PROGRAM

Paterson Board of Education

Career Development Coordinator, Michael S. Mugno

31-33 CHURCH STREET
PATERSON, NEW JERSEY 07505
Telephone (201) 881-6185

September 16, 1983

TO: Mr. Joe Clark, Principal, EHS
Mr. Fred DeFeo, Principal, JFK
Ms. Daisy Briggs, Guidance, EHS
Mr. Richard Garofalo, Guidance, JFK

FROM: Michael S. Mugno
CAREER DEVELOPMENT COORDINATOR

RE: Ms. Nancy Mitchell
JOB PLACEMENT COORDINATOR - JFK & EHS

This memorandum is to apprise you of the expanded responsibilities of Ms. Nancy Mitchell in her capacity as Job Placement Coordinator of both Eastside and Kennedy High Schools:

.recruitment of students, via Guidance Counsellors, for employment during after school hours.

.coordination of a Futures Unlimited Conference for the Paterson School System with William Paterson College, Hoffman/LaRoche and the Rutgers Consortium for Educational Equity..

.providing career education infusion activities packets for high school subject teachers.

.assisting in the preparation of a Career Education Newsletter for this department.

.to provide assistance with Career Day's speaker selection at Eastside and Kennedy High Schools.

.working in conjunction with elementary school career education coordinators.

.refining and expanding systematic procedures for student career interest information.

.writing and distributing to both high schools a "Career Ed. Freebie News" that will provide current information to subject teachers.

Michael S. Mugno
CAREER DEVELOPMENT COORDINATOR

eas

pproved by:

. Frank Napier, Jr.
PERINTENDENT OF SCHOOLS

BEST COPY AVAILABLE